



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1845 Campbell Ave., Prescott, AZ 86301

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Brian Moore
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.prescottschools.com/th/index.htm
Phone Number : (928) 717-3276
Fax Number : (928) 717-3275
E-mail : brian.moore@prescottschools.com

Mission

Taylor Hicks School will provide a positive educational environment that will help each individual develop to his/her maximum capacity and become a well-adjusted, contributing member of an evolving democratic society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Continue to enhance the academic capabilities of students and the instructional expertise of teachers through the use of technology.
- ü Continue to improve the coordination, articulation and integration of the curriculum.
- ü Increase the number of students that meet or exceed standards in writing as measured by the AIMS.

Enrollment

October 1, 2005 School Year Student Enrollment : 478
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- ü Curriculum Aligned to AZ Acad. Standards
- ü Modern Technology Facilities
- ü Full-day Kindergarten
- ü Accelerated Reader & Math Programs
- ü Character Counts
- ü New Horizons Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school provides a safe and positive learning environment that gives children a solid preparation for success in middle school and beyond. Teaching methods and strategies are designed to help children develop to their maximum capacities.

Parents

Parents should have their children to school on time each day. Children should be well-fed, rested and ready to learn. Children should understand the importance of a good education and that responsibility and social skills are critical to success.

Transportation Policy

Students living more than one mile from school will have busing available. It is the parents' duty to have their children at bus stops 5 minutes prior to loading time for morning pick-up. Open enrollment students may not be provided transportation if there is no established route.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Yavapai County Teacher of the Year	2005
ü Yavapai County Primary Teacher of the Year	2005
ü Silver Apple Award Winner	2004
ü Yavapai County Distinguished Educational Leader	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	385	80010	99	98	99	461	465	447	2	4	10	19	10	18	52	59	53	27	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	188	38935	100	97	99	451	464	447	5	5	9	20	10	19	60	60	55	15	26	17
Male	45	197	40974	98	98	98	469	465	448	NA	3	11	18	10	18	44	58	52	38	29	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	11	61	34545	100	100	99	444	437	432	9	15	14	36	15	24	36	64	53	18	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	10	3979	NC	77	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	69	307	35142	99	98	99	464	470	465	1	2	5	16	8	11	52	59	56	30	31	28
Students with Disabilities	NC	56	10161	NC	88	93	NC	438	419	NC	13	28	NC	16	28	NC	66	36	NC	5	8
Students without Disabilities	76	329	69849	100	100	100	462	469	451	3	2	7	16	9	17	54	58	56	28	31	19
Limited English Proficient Students	NC	16	14013	NC	100	97	NC	406	413	NC	31	24	NC	13	34	NC	56	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	50	39029	NC	94	98	NC	449	432	NC	10	14	NC	10	25	NC	66	52	NC	14	9
Non-Economically Disadvantaged	77	335	40981	99	98	100	461	467	462	1	3	6	19	10	13	52	58	54	27	29	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	378	79438	94	96	98	466	472	451	5	4	9	19	13	24	65	64	56	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	187	38775	98	97	99	466	475	457	8	5	7	15	12	22	67	63	58	10	20	13
Male	42	191	40560	91	95	97	467	469	446	2	4	12	21	15	25	64	65	54	12	16	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	10	59	34297	91	97	98	NA	439	434	NA	14	14	NA	31	31	NA	49	60	NA	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	10	3940	NC	77	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	67	302	34887	96	97	98	466	478	471	6	3	4	16	10	15	67	67	63	10	20	18
Students with Disabilities	NC	50	9588	NC	78	88	NC	435	416	NC	18	30	NC	20	32	NC	60	34	NC	2	5
Students without Disabilities	75	328	69850	99	99	100	468	477	456	3	2	7	20	12	23	65	65	59	12	20	12
Limited English Proficient Students	NC	15	13856	NC	94	96	NC	395	407	NC	47	27	NC	33	43	NC	20	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	49	38685	NC	92	97	NC	452	435	NC	10	14	NC	20	32	NC	59	50	NC	10	5
Non-Economically Disadvantaged	73	329	40753	94	96	99	469	475	467	4	4	5	16	12	16	67	65	62	12	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	378	79971	95	96	99	437	447	423	5	4	8	33	28	41	60	63	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	187	38974	100	97	99	457	463	437	NA	3	5	20	16	33	75	73	57	5	9	4
Male	42	191	40895	91	95	98	418	431	410	10	5	10	45	40	47	45	53	41	NA	2	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	58	34481	NC	95	99	NC	413	410	NC	14	10	NC	47	46	NC	40	43	NC	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	11	3995	NC	85	96	NC	445	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	68	302	35150	97	97	99	434	453	437	6	2	5	35	25	35	56	67	56	3	6	5
Students with Disabilities	NC	52	10258	NC	81	94	NC	411	377	NC	8	23	NC	52	51	NC	40	25	NC	NA	1
Students without Disabilities	74	326	69713	97	99	100	438	452	429	5	3	5	30	25	39	62	66	52	3	6	3
Limited English Proficient Students	NC	15	13985	NC	94	97	NC	366	382	NC	40	18	NC	47	54	NC	13	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	49	38994	NC	92	98	NC	426	409	NC	4	10	NC	41	47	NC	53	41	NC	2	1
Non-Economically Disadvantaged	74	329	40977	95	96	100	440	450	437	5	4	5	28	26	34	64	64	56	3	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	389	80147	95	95	99	499	501	482	4	3	11	6	11	17	60	53	49	30	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	192	39281	97	97	99	509	506	483	3	3	9	NA	9	17	53	49	50	44	39	24
Male	47	197	40780	94	93	98	492	497	482	4	4	12	11	12	17	66	57	48	19	27	24
African American	NC	11	4249	NC	100	99	NC	487	464	NC	NA	17	NC	9	22	NC	91	48	NC	NA	13
Hispanic	10	41	33494	91	89	99	NA	480	466	NA	12	15	NA	20	23	NA	51	49	NA	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	13	4117	NC	93	96	NC	485	456	NC	8	19	NC	15	27	NC	46	46	NC	31	8
White	64	318	36122	96	95	99	505	505	501	2	2	5	6	9	10	58	53	50	34	36	35
Students with Disabilities	NC	50	10295	NC	77	92	NC	477	443	NC	10	33	NC	18	26	NC	52	33	NC	20	8
Students without Disabilities	77	339	69852	100	99	100	499	505	488	3	2	7	6	9	16	62	53	51	29	35	26
Limited English Proficient Students	NC	15	12722	NC	94	97	NC	441	441	NC	20	27	NC	33	33	NC	47	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	51	38371	NC	94	97	NC	489	465	NC	4	15	NC	14	23	NC	57	49	NC	25	13
Non-Economically Disadvantaged	74	338	41776	96	95	100	501	503	498	3	3	6	7	10	11	62	53	49	28	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	391	79686	95	96	98	485	491	470	1	3	11	14	13	24	78	71	57	7	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	192	39163	97	97	99	496	499	475	NA	2	9	6	9	22	88	74	60	6	15	10
Male	47	199	40438	94	94	97	477	483	465	2	4	13	19	16	25	70	68	54	9	13	7
African American	NC	11	4228	NC	100	98	NC	476	458	NC	NA	15	NC	18	28	NC	82	53	NC	NA	4
Hispanic	10	41	33299	91	89	98	NA	463	452	NA	17	17	NA	27	32	NA	49	47	NA	7	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	473	446	NC	NA	16	NC	21	38	NC	71	44	NC	7	2
White	64	319	35914	96	96	98	491	496	489	2	1	5	8	10	15	81	73	67	9	16	14
Students with Disabilities	NC	53	9808	NC	82	87	NC	472	432	NC	6	35	NC	21	32	NC	58	30	NC	15	3
Students without Disabilities	76	338	69878	100	98	100	486	494	475	1	2	8	12	11	23	80	73	61	7	14	9
Limited English Proficient Students	NC	15	12594	NC	94	96	NC	420	422	NC	47	34	NC	27	45	NC	27	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	51	38095	NC	94	97	NC	476	452	NC	6	17	NC	22	32	NC	61	48	NC	12	3
Non-Economically Disadvantaged	74	340	41591	96	96	99	486	493	486	1	2	6	14	11	16	77	72	65	8	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	392	80372	96	96	99	497	501	475	1	2	4	27	18	30	63	72	64	9	8	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	193	39452	100	98	99	517	517	488	NA	1	3	11	8	22	80	83	72	9	8	3
Male	47	199	40836	94	94	98	482	485	464	2	4	6	38	27	37	51	62	56	9	8	1
African American	NC	11	4264	NC	100	99	NC	497	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	11	42	33608	100	91	99	483	476	462	NA	7	6	36	26	36	64	62	57	NA	5	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	504	464	NC	NA	4	NC	14	39	NC	79	56	NC	7	1
White	64	319	36213	96	96	99	500	505	489	2	2	2	23	16	22	64	74	72	11	9	3
Students with Disabilities	NC	53	10526	NC	82	94	NC	480	427	NC	NA	15	NC	40	53	NC	47	31	NC	13	1
Students without Disabilities	77	339	69846	100	99	100	497	504	482	1	2	3	25	14	26	66	76	69	8	7	2
Limited English Proficient Students	NC	15	12747	NC	94	97	NC	416	432	NC	20	12	NC	47	52	NC	33	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	51	38521	NC	94	98	NC	485	461	NC	4	6	NC	27	38	NC	61	55	NC	8	1
Non-Economically Disadvantaged	75	341	41851	97	96	100	497	503	489	1	2	3	25	16	22	64	74	72	9	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	380	79306	98	98	99	532	529	504	1	4	13	10	12	20	56	53	49	33	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	185	38845	100	98	99	533	531	505	NA	3	11	11	11	20	58	55	50	31	31	18
Male	44	195	40383	96	97	98	532	528	504	2	5	14	9	13	19	55	52	47	34	29	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	NC	49	32673	NC	98	99	NC	496	487	NC	14	18	NC	24	25	NC	49	46	NC	12	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	543	539	NC	NA	5	NC	NA	10	NC	50	46	NC	50	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	77	307	36234	97	97	99	534	535	523	NA	2	6	12	11	13	53	53	52	35	34	28
Students with Disabilities	11	57	10286	92	93	91	471	490	462	9	18	41	45	33	27	45	39	27	NA	11	5
Students without Disabilities	78	323	69020	99	98	100	541	536	510	NA	2	9	5	9	18	58	56	52	37	34	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	472	458	NC	27	38	NC	45	34	NC	18	26	NC	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	43	37437	NC	100	97	NC	512	486	NC	14	19	NC	19	26	NC	47	46	NC	21	9
Non-Economically Disadvantaged	85	337	41869	98	97	100	533	531	521	NA	3	7	11	12	14	56	54	51	33	31	27

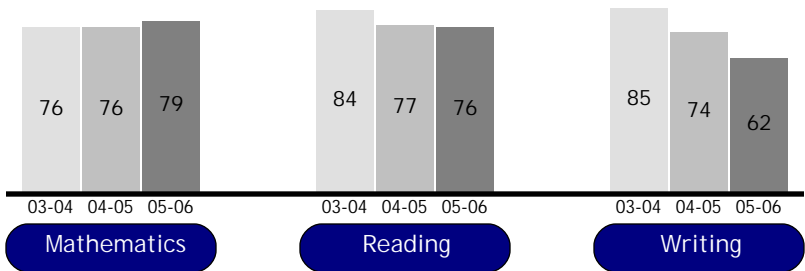
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	375	79000	93	96	98	523	514	489	NA	3	10	4	10	24	80	71	58	16	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	185	38774	100	98	99	528	519	494	NA	2	7	2	9	22	78	68	61	20	21	10
Male	40	190	40150	87	95	98	516	508	485	NA	5	12	5	11	25	83	75	55	13	10	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	NC	47	32508	NC	94	98	NC	481	472	NC	9	15	NC	36	33	NC	49	49	NC	6	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	520	510	NC	NA	4	NC	8	14	NC	67	67	NC	25	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	74	304	36135	94	97	98	525	520	508	NA	3	4	3	5	14	80	75	67	18	17	15
Students with Disabilities	NC	52	9991	NC	85	88	NC	487	449	NC	21	33	NC	12	36	NC	60	29	NC	8	2
Students without Disabilities	78	323	69009	99	98	100	524	518	495	NA	1	6	4	10	22	79	73	62	17	17	10
Limited English Proficient Students	NC	11	10199	NC	100	95	NC	453	439	NC	18	35	NC	64	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	41	37234	NC	95	97	NC	498	472	NC	10	15	NC	20	33	NC	63	50	NC	7	3
Non-Economically Disadvantaged	82	334	41766	94	97	99	522	516	505	NA	3	5	4	9	16	80	72	65	16	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	379	79611	99	97	99	532	526	496	1	2	7	22	24	37	74	72	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	185	39016	100	98	99	551	543	511	NA	1	4	16	16	29	80	79	66	4	5	1
Male	45	194	40519	98	97	98	513	509	482	2	4	10	29	32	44	69	64	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	NC	47	32855	NC	94	99	NC	503	481	NC	6	10	NC	30	43	NC	62	47	NC	2	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	532	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	78	309	36380	99	98	99	531	530	511	1	2	4	23	23	30	73	73	65	3	3	1
Students with Disabilities	12	56	10664	100	92	94	478	488	440	8	5	23	58	52	54	33	43	22	NA	NA	1
Students without Disabilities	78	323	68947	99	98	100	540	532	504	NA	2	4	17	19	34	81	76	61	3	3	1
Limited English Proficient Students	NC	11	10362	NC	100	97	NC	437	438	NC	18	22	NC	45	57	NC	36	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	42	37626	NC	98	98	NC	503	479	NC	5	10	NC	38	45	NC	57	45	NC	NA	0
Non-Economically Disadvantaged	86	337	41985	99	97	100	532	529	511	1	2	4	21	22	30	76	73	65	2	3	1

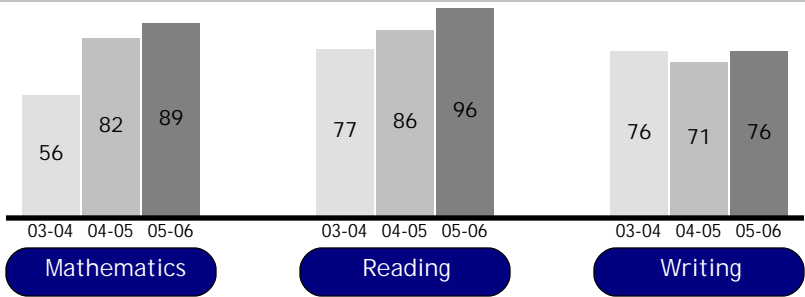
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	68	NA	58	92	57	59	47	89	61	65	46
	Language	97	63	68	50	92	59	63	47	89	59	67	48
	Mathematics	97	67	75	64	94	53	59	50	89	67	67	52
3	Reading	100	61	NA	55	99	53	56	44	95	68	67	46
	Language	100	58	69	61	99	52	53	44	98	59	61	46
	Mathematics	100	63	70	61	99	53	58	51	99	65	67	52
4	Reading	98	72	NA	56	98	61	58	48	94	65	67	52
	Language	98	66	66	52	98	61	58	49	95	67	68	52
	Mathematics	98	76	73	61	98	56	58	53	94	68	68	58
5	Reading	100	73	NA	55	100	67	64	50	95	78	75	56
	Language	100	64	64	49	100	70	64	50	100	68	70	54
	Mathematics	100	76	76	63	100	61	62	49	99	65	67	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Taylor Hicks Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School/Community Relations
- Ü Budgeting Priorities
- Ü School / Student Safety Concerns
- Ü School Organization Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	5	0	0	0
10 or more years	3	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Modern Computer Lab
- Ü Large Fenced Playground
- Ü Private Restroom in Each Classroom

Extracurricular Activities

- Ü School Safety Patrol
- Ü After School Clubs
- Ü Student Council
- Ü School Choir
- Ü Cultural Arts Fair
- Ü Science Fair

Social Services

- Ü Boy Scouts
- Ü Girl Scouts
- Ü Before/After School Child Care
- Ü Various City-wide Sports Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Computer lab operating systems have been updated, new software added and classroom computers are being networked to the lab. Accelerated Reader and Accelerated Math programs are operating in grades 2-5.
- ü The number of parent volunteers has increased and standardized test scores are consistently above county, state and national norms in reading, language and math. The alignment of the curriculum to state standards is complete, with a regular review.
- ü A review of AIMS DPA and TerraNova test scores was done to identify areas for improvement. School goals are selected based upon the academic need identified during our data analysis.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We hold students accountable for misbehaviors, and are fair and consistent with discipline. Our Behavior Coach monitors detention and counsels students. A campus-wide lock-down is in effect during school hours, so all pedestrian traffic passes by the office.

Taylor Hicks School has been, and always will be a safe place in which to grow and learn.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brian Moore	(928) 717-3276
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Marianne Brooks	(928) 717-3272
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Desiree Sturdevant	(928) 717-3276
Student Health/Nurse	Alison Stanford	(928) 717-3276

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.